



MANUAL

for PRACTICAL DEVELOPMENT of

LEADERSHIP

QUALITIES

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INTRODUCTION

This manual is addressed primarily to instructors of leadership courses in officer training schools. It will also, however, prove extremely useful in the hands of junior officers aboard ship who are anxious to become more effective leaders. Existing literature on the subject of leadership has largely ignored certain aspects of the leadership problem, an understanding of which is vital to the Navy leader, ashore or afloat. The detailed discussion of these aspects of the problem which is included in this manual extends its field of usefulness beyond the walls of the classroom.

The instructor in leadership courses must use an approach that will produce practical results. He must develop junior officers who are ready and able to carry out successfully the responsibilities of leadership upon leaving the classroom. Likewise, the junior officer who has had no adequate training in leadership will still be expected to be a leader in every sense of the word. In his relations with his subordinates, he too must use a practical, intelligent approach, one that will not only mark him as a true leader but will also, by example, do much to bring out the leadership qualities in the men under him.

For this reason the objective in writing this manual has been to provide the reader with an approach, a method, and with techniques that are above all practical. The content is as specific and the method and techniques as clear-cut as those given to gunner's mates or radiomen. The results should be equally apparent.

THIS MANUAL CAN HELP YOU

For you—the leadership instructor—this manual will do two things. It will show you what your teaching problems are. And it will help you to solve those problems by telling

you *what* you should teach and giving you *methods* for teaching it.

For you—the junior officer striving to become an effective leader—this manual will serve as a guide to your study of the leadership problem. Use it as your instructor and continue your study in whatever standard texts on the subject are available. Your particular attention is called to *Training Officers Guide For Enlisted Advancement*, NavPers 16325, and *Naval Leadership*, U. S. Naval Institute. Above all do not hesitate to consult with your senior officers. Their wide experience will be of inestimable value in helping you to solve your leadership problems.

For purposes of simplicity in organization, the manual is addressed, from this point on, directly to the leadership instructor and some of the material included may seem, to the junior officer, to have no relation to his particular problems. This is not true, and the junior officer should never forget that in addition to the responsibility of becoming a good leader himself he has also the responsibility of developing similar qualities in the petty officers under him. Thus, while the junior officer has no formally organized classes in leadership, he nevertheless has *students*—himself and his subordinates—and there is little if any material in this manual which cannot with a little intelligent thought be made to apply directly to his own situation.

THE NOVICE LEADER IS IN A CRITICAL POSITION

In planning and teaching your course in leadership, keep in mind that the students in your class will soon be in charge of men—many of them for the first time. Visualize every man in your class in such a position. His men are standing by, sizing him up, and wondering just what kind of a leader he will be. Their first impressions will strongly prejudice their evaluation of him. One error or tactical mistake in approach may cost him their respect and confidence. He is in a critical position.

Will your course in leadership help him? Will he stand before his men searching his mind for help and find such *aids* as: "Be fair," "Be tactful," "Be military." That will help

but little. If he searches further, will he merely recall that John Paul Jones said something in some fight, and that Admiral Nelson spoke some inspiring last words? These things will seem vague and useless to him in the face of the real problem.

YOUR COURSE CAN HELP HIM

If you will constantly keep in mind your objectives, if you will always remember that teaching leadership involves not only impressing a man with the fact that he must take responsibility, but also showing him how to act after he has assumed this responsibility, the men you have taught will be the leaders the Navy wants.

ORGANIZATION OF THE MANUAL

The manual will first outline for you the objectives of a course in leadership. These objectives are of two kinds:

1. Objectives concerned with developing proper attitudes.
2. Objectives concerned with giving the student tools, knowledges, and skills necessary to carry on as a leader.

The manual will discuss these briefly, and then pass on to a consideration of the various methods of teaching that lead to their achievement.

In the first chapter, the emphasis is on methods of teaching designed to develop proper attitudes. The problem-approach—a method for giving the tools, knowledges, and skills of leadership—is also introduced in this chapter.

Chapter II discusses what a leader does and is followed in Chapter III with an actual example which emphasizes the average student's inability to cope with a real leadership problem. Chapter IV joins the content of Chapters II and III and summarizes for you the various leadership techniques you should develop for your students.

Since one of the most important responsibilities of a naval officer is training, Chapter V presents you with some of the facts your students should know about teaching.

Every Navy leader has his superior officers as well as his co-leaders and subordinates. His relationships with other officers of all ranks must therefore be considered. Chapter VI briefly outlines a few of the rules of action that your

students must remember in their future relations with other officers, and with their men.

Methods of measuring leadership are outlined in Chapter VII. These methods must be mastered by your students before they can hope to become successful officers.

Chapter VIII suggests for your benefit an approach to the teaching of leadership. It outlines an order of presentation, and suggests when and where to employ the various methods presented in the manual.

1.

YOUR GOALS AND HOW TO ATTAIN THEM

When your trainees leave you and take over their first leadership assignment will they be able to say with absolute confidence and assurance—

1. The "Navy Way" suits me. I fit in the Navy.
2. This duty is a tough one. It demands total involvement and responsibility.
3. I want this billet.
4. I have the skills and tools. I am adequately equipped. I can perform my duty.

From the instructor's point of view, these statements can be translated into the following teaching objectives:

1. The student must be made to feel he belongs in the Navy.
2. The student must be made able to assume responsibility.
3. The student must be instilled with the desire to become a leader in the true sense of the term.
4. The student must have real practice in solving practical leadership problems.

THE PROBLEM OF DEVELOPING LEADERS HAS TWO ASPECTS

A glance at the four objectives will reveal that two types of teaching approaches will be necessary. First, it will be advisable to consider the problem of developing proper atti-

tudes: A liking for the *Navy* and respect for *Navy* life; a **will**-ingness to assume responsibility; a desire to be a **leader**. Second, you will have to give the student actual **experience** or simulated actual experience in solving leadership situations.

We shall first discuss the nature of the first three objectives, all of which imply development of proper leadership attitudes. We shall follow this with a brief discussion of the various kinds of teaching approaches concerned. Then we shall concentrate our efforts on the last objective—that of providing the student with leadership tools and skills. This objective has been completely ignored in many leadership courses. It can, however, be readily achieved through the agency of a problem-solving method which is demonstrated at length in this manual.

1. HELPING THE STUDENT FEEL HE BELONGS TO THE NAVY

The customs, courtesies, regulations, and language of civilian life do not seem unusual or strange to the student because he was reared in them. Yet many of these practices and even portions of his language are survivals that have little or no meaning in modern society but are carried on as part of the culture. Men wear starched collars certainly for no reasons of comfort. On the other hand, when a student is confronted with a different social pattern from his own such as the *Navy* way of life, he finds considerable difficulty in understanding why things are done differently. He is quite likely to become cynical or even laugh outright at what he sees.

It is no easy task to indoctrinate the student into the Navy in such a way that he feels as natural in it as he did in his civilian setting. It can never be done by merely calling the floor a deck, the walls bulkheads, or by memorizing a few hundred Navy terms. It is far deeper than that. It grows only from a thorough understanding of the reasons for the differences between civilian and navy life. The changes that pressure of danger make on social action must be thoroughly explored. The tradition of the Navy must be studied. The problems resulting from close living and working together must be considered in the light of their effect upon rules governing Navy behavior. In other words, it is just as important

to know the "why" of Navy customs, courtesies, regulations, and language as it is to know what they are. If the student had lived in the Navy all his life the "why" could be omitted, but in the process of indoctrinating him to a new way of life it is vitally significant.

The future Navy leader must recognize the fact that he will never be accepted in that capacity unless he lives and acts the part of a real leader. You might emphasize this point to your students by considering the following imaginary example: A total stranger, from a foreign land of radically different social pattern and language, assumes leadership over a group of American young men. How would they react? Would they resent his manner of approach? Would they laugh at his language? Would they sneer at his clothing, etc.? Banning the use of force, such a person could not easily maintain control. The officer who is not thoroughly indoctrinated with the Navy way of life is a foreigner in a strange country as far as leadership goes.

Every activity in the classroom should be handled as if it were aboard ship. The men must be treated as if they were already on duty in a naval capacity. One learns best the Navy way of life by living in a Navy environment.

2. YOU MUST TRAIN THE STUDENT TO BE WILLING TO ACCEPT RESPONSIBILITY

The Navy way of life makes it imperative that the Navy leader be willing and anxious to accept responsibility. This means that he takes the attitude which can perhaps best be expressed in slang phrases such as: "This is my baby," "I'm stuck with it," "I've got to see it through," "I'm on my own," "I'm going to sink or swim with it."

This willingness to accept responsibility will be most difficult for you to foster. One approach is by means of examples. The "Message to Garcia" is an excellent example; the lives of naval heroes are filled with others. Another approach consists of placing the student in an environment where he is constantly being expected to take responsibility. The one place not to "spoon feed" the student is in your leadership class. Make him assume full responsibility for developing himself into a leader.

There are two common reasons why students are not willing to accept responsibility that you must consider. Failure to take responsibility may be due to laziness, or it may be due to the inability to plan what is to be carried out. You, the leadership instructor, can develop the ability to work, and the ability to plan in most of your students.

The first ability that is necessary, *hard work*, can be developed in a variety of ways. Every potential leader must be conditioned to hard work. Throughout his entire program, it must be pointed out to him that the more of a leader he becomes, the harder he must work. There is a mistaken notion in the minds of many people that the higher one climbs in the leadership level the more leisure time he will have. This is quite contrary to the actual situation. The student must accept the duties placed on him willingly and must throughout his course manifest that he is developing the ability to work long hours, to work under pressure, and to accomplish results in the light of difficult conditions. The entire leader-training program should be organized so that every student will have practice in hard work and be able to demonstrate this ability.

The second ability involved in training future leaders to be able to take responsibility is the *ability to plan*. This is perhaps one of the most important abilities of the leader and requires careful and continuous development. The successful leader is a man who can determine accurately the major goal he hopes to reach and then set up intermediate objectives, each of which puts him closer to his final goal. This setting up of goals is the basic part of planning. With his goals in mind, the leader organizes his resources and lays a plan of action. In order to plan, the leader must possess broad knowledge, facts on the general situation, discriminating judgment, and a recognition of the strength and the weakness of the personnel and the matériel available to accomplish a given goal. Training men to plan requires training in each of these fields. It requires drawing on background and previous training while pointing the way for future education that must be continued by the leader. Lectures, discussions, assigned reading, and analysis of well-planned activities

permit the instructor to call attention to the nature of planning and the results of planning. The instructor, however, must go beyond this presentation and provide practice in planning for given situations. Problems of planning which involve the facts of a situation should be given to students as frequently as possible. Give them the chance to apply the knowledge they have of planning, and let them acquire the skill necessary to plan quickly and effectively.

3. THE DESIRE TO BE A LEADER

A third attitude you must foster in your students is the will to be a leader. The desire to be a leader is a matter of inspiration and of understanding. Many men can be inspired to want to be leaders. Few have the understanding of what it means to be a leader.

The desire to be a leader may be inspired in the man by discussions, observations, and reading. Stimulation of this desire is of importance and the leadership instructor should consider it one of his first functions. The desire must not be built up merely because of the glamour and prestige of leadership but because of the service the leader can perform, the possibility of developing the men under him, the utilization of his talents, and the satisfaction of achievement. In building up the desire you must make it clear to the men that the leader's life is not an easy one. You cannot overemphasize the hard work that is necessary, the worry that is associated with leadership, and the responsibilities that the leader carries with him every moment of the day and night. The man who aspires to leadership must recognize that the leader is one of the hardest workers, and sometimes he gets the least credit for his efforts.

TEACHING LEADERSHIP ATTITUDES

We have discussed briefly some specific solutions to the problem of developing the following attitudes in your students:

1. A feeling of belonging to the Navy.
2. A willingness to assume responsibility.
3. A desire to be a leader.

Let us now consider some of the principles and methods concerned with teaching toward the development of **any** attitude.

There are three things you must do to develop a **given** attitude in your student.

1. You must give him a reason for the attitude—an understanding of why he should assume it.
2. You must demonstrate that persons whom he respects have that attitude and therefore it is desirable for him to possess it.
3. You must put him into situations where he can practice assuming the desired attitude.

To illustrate, if you wish to develop in a student the proper attitude toward the use of the salute, you would:

1. Give him the historic background of the salute. You would point out to him how necessary the salute is to the maintenance of discipline. You would explain to him when and where the salute is to be used.
2. Tell him that all officers, even those much higher than he as well as his juniors, respect the use of the salute.
3. Set up a situation in and about your school that would require the student to use the salute on proper occasions.

There are several methods you can employ to give the reason for, and an understanding of, a given attitude. The most common in classroom practice is the class discussion. Outside reading is obviously another means of giving understanding.

An excellent practice employed to impress students by showing them that others possess the desired attitude is to have leaders who have distinguished themselves give lectures about their experiences. If an outstanding person assumes a given attitude, the student through his admiration of that person is quite likely to accept that attitude as being worthwhile.

There are many situations that a classroom instructor can set up for giving practice in the employment of a given attitude.

The following discussion will center about these four techniques for the instructor for developing attitudes:

- a. Class discussion.
- b. Reading.
- c. Lectures.
- d. Practice.

(a) *Class discussion.* You, the teacher, must be cautious in your discussion to avoid presenting the subject in vague general terms. There are in our language, and emphasized in many courses of leadership, certain adjectives that are largely inspirational. Such words as *tactful*, *military*, *impartial*, and *loyal* may be placed in this category. These words require extensive definition and considerable evaluation before they can have any meaning in leadership that is at all practical to the student. Even then they are general in character and the application of them to particular situations is extremely difficult. For example, what might be a tactful act in a given situation might turn out to be just the opposite under a different situation in another setting. Tact embodies adjusting one's acts to the circumstances of the moment and to one's individual personality. Merely telling a future leader to be tactful is not helping him much in a practical way. Explain what tact is but caution the student that his being tactful depends upon *him* and upon the situation in which he finds himself. Tact is an end-product and is found in an act which has been tactfully performed.

"Military" is another word that is frequently misunderstood and misused. The man who makes a military appearance garbed in a military fashion for a Washington social affair would appear absurd on a submarine in the South Pacific. The same with "military bearing." Military bearing is good or bad depending on the situation and the man. What might be bad military bearing in one instance could be satisfactory in another. Merely telling the man to maintain a military bearing helps him but little.

Inspirational adjectives, however, can play an important role in training if they are properly understood by the instructor and properly used. We say an officer is tactful, military

in bearing, loyal, impartial, using the words as symbols of a good officer. In this sense they help to develop pride and a feeling of responsibility because they represent officer qualities. They are the results of the activities of leaders and of officers. They are not formulae that can be memorized or quickly located in a book and applied to a type situation.

(b) *Reading*. Students must be encouraged to do much reading in the field of leadership. Reading, however, must be done with a purpose and the student must be fully conscious of the purpose before he begins to read and during his reading. Too frequently, reading in courses of leadership is called for by the instructor in the vain hope that the student may "get something out of it." Assignments in reading should be specific and purposeful. The material read should have definite bearing on the required knowledge.

(c) *Lectures*. Visiting lecturers who have distinguished themselves as leaders can help greatly in developing future leaders. These men can bring practical suggestions to the students and stimulate an interest and a pride that no instructor who is in daily contact with the students can hope to equal. Care, however, must be taken to insure that these lecturers confine their talks to the field of leadership, and emphasize the principles under consideration. Just talks by outsiders have little weight.

(d) *Practice*. Practice should be provided which will permit a student to begin the development of the feeling for leadership and to gain confidence. Create classroom situations which will permit practice. Group projects carried on by the leadership of individual class members, if pointed toward the development of attitudes, may give the student his first feeling that he is a leader and if successful will give him confidence that he can lead others, even though only a small group. Just as a man who knows all about swimming must actually swim before he can be called a swimmer, so the leader must actually lead as well as know the meaning of the attitudes involved in the leadership personality before he can be said to be a leader.

It is good practice in a military school to let the students assume most of the command functions under the direction

of their officers. Care must be taken, however, that they do not become dependent upon these officers as they carry out their duties.

4. PRESENTING THE TOOLS AND SKILLS

You must not assume that the methods just discussed develop attitudes alone. They also present the techniques and patterns that a good leader employs in solving leadership problems. But a good part of leadership is purely problem solving. Hence the best approach to use to give the student the tools and skills necessary to good leadership is to actually have him *solve real live naval leadership problems*.

PROBLEM APPROACH MAKES TEACHING PRACTICAL

The method of your instruction, as well as the emphasis in the content, must be practical. It has been recognized for many years that you can't become a skilled workman by reading or talking about it or watching somebody else. The machinist's mate or the gunner "learn by doing." We provide shops and laboratories in schools, and we set up real situations aboard ship for strikers, so that men can do actual jobs and apply the knowledge they learn.

The leader, too, learns by doing. Of course, the student of leadership must get background material, the experiences of great leaders, the knowledge necessary, the understandings, the techniques from lectures, from reading, and from class discussion. He can probably learn something from the example of instructors and leaders. But, he must have an opportunity to apply what he learns. He must have the equivalent of a shop period or a laboratory. In a leadership course, the use of practical problems can provide this opportunity. The problem-solving method of teaching will make a leadership course practical.

WHAT IS THE PROBLEM-SOLVING METHOD?

The expression "problem-solving method" is as vague to many instructors as the term "military bearing" is to many military men. The following description of the steps involved may make clear exactly what problem-solving means:

1. State clearly the problem. What is the task? What is the objective?

2. Assemble all pertinent facts. The facts about the environment, about the men, about the material, about the leader himself must be carefully set forth.

3. Analyze the problem in the light of the facts. The knowledge of the leader, his judgment, his reasoning powers will be called into operation in this step. He gets a complete picture of the entire situation.

4. Set up a tentative conclusion—a plan of action and a method of carrying it out. Following his analysis the leader weighs various alternatives and decides on a tentative plan.

5. Check the conclusion to determine whether or not it is consistent with the facts, with the experience of the leader, with the experiences of others.

The leader instinctively goes through these steps in every act of leadership. They become as automatic as shifting gears is to a skilled automobile driver.

By considering every leadership act a problem in itself the leader will avoid the pitfall of following a type approach to each situation. Every situation is unique and requires its own solution in the light of the facts. Practice in as many situations as possible—even though they are artificial—will be as helpful to the future leader as working on mock-ups in a Class A, Gunner's Mate School is to the future gunner.

PROBLEM

Let us consider the following problem in the light of what has been discussed:

A junior officer bypasses the leading petty officer and deals with an enlisted man. He usurps the prerogatives of the leading petty officer. The senior officer observes that there is a break-down in the morale of the petty officer caused by his obvious resentment of the junior officer's attitude and actions. How should the senior officer handle the problem of correcting the situation and satisfying the petty officer without destroying the junior officer's prestige?

FACTS

Ensign A while making an inspection of the division at Quarters observes that Seaman 1/c B has dirty stripes on his

uniform and is not freshly shaved. Ensign A flies into a rage, reprimands Seaman B, and says, "I can't understand why your chief permits you to appear this way at inspection. Clean yourself up at once and report to me personally." No comment is made to Chief C, who is in charge.

Ensign A is a recently commissioned officer on his first tour of duty. He is excitable, lacks confidence in himself, and exhibits this in an overbearing attitude toward the men.

Chief B is an old timer who knows his rights and duties. He is contemptuous of inexperienced officers and is sensitive about his prerogatives. He takes the attitude—if they think they know it all, let them go ahead and suffer the consequences.

Lieutenant D, the senior division officer, is a friendly type of leader. He has a personality which permits him to talk informally with the junior officers without becoming overly familiar.

ANALYSIS

The division officer analyzed the facts in this situation in the following manner:

1. If I call in the two men together and attempt to develop good relations between them, several undesirable things may happen:

a. The tension between them may be so great that there might be a flare-up in my presence, which will force me to take a stand against the chief even though he is in the right.

b. Both men might minimize the incident because of my rank, and I won't be able to teach a thing to either.

c. The chief, being subordinate to the junior officer, might feel that he is being reprimanded, and his morale would be lowered even further and his resentment increased.

d. The junior officer may feel that he is being criticized before the chief if any effort is made to instruct him on the importance of considering every intermediate responsible person in taking action.

2. On the other hand, since I am their superior officer, a brief discussion in my presence may bring about a reconciliation between the two men, complete an understanding, and foster an attitude of mutual helpfulness.

3. If I call in neither, the junior officer will never learn that bypassing an intermediate responsible person is bad practice, and the chief's resentment will continue to grow as his morale is weakened.

4. If I call in the junior officer alone and later call in the chief alone, the following must be considered:

a. If I am too severe in my criticism of Ensign A's action, I am likely to destroy completely the little confidence that he has in himself and make him a poorer officer than he is now.

b. If I call him in for a friendly discussion, I can comment favorably on the good work he is doing in general and then, without too much emphasis on the specific incident, I can point out the dangers of bypassing intermediate officers and specifically the effect on leading petty officers of this practice. In this way, I probably can build up his confidence and at the same time correct his error.

c. If in talking to the chief, I criticize the junior officer for his action and ask the chief to overlook it, I will only destroy further the chief's respect for the officer.

d. If I talk to the chief, pointing out to him that I understand that an incident took place which is regretted, I may be able to counterbalance his loss of respect by emphasizing the fine qualities and leadership abilities of the junior officer. The fact that I talked the matter over with the chief will let him know that I know that the junior officer was in error. It also lets the chief know that I have great respect for the junior officer and expect that the chief will share that respect and will overlook the incident because of the inexperience of an otherwise well-qualified man.

CONCLUSION

1. The two men were called in individually for friendly discussion.

2. In talking with the junior officer, Lieutenant D began his discussion by building up the confidence of Ensign A, telling him that he was well pleased in general with the way he was taking hold and with the work he was doing. He then proceeded to instruct him in the importance of going through responsible intermediate persons who will be hurt if bypassed,

calling attention to the fact that he understood recently there had been some misunderstanding of this on the part of Ensign A. The lieutenant emphasized that all junior officers make mistakes because of lack of experience and urged Ensign A to consider the incident closed but to consider it a lesson in the handling of men.

3. Lieutenant D in his discussion with Chief C, complimented the chief on the excellence of his work and on his ability to handle men. He expressed gratification that he had aboard a man of Chief C's long experience. He then stated that he regretted that an incident had occurred recently that seemed to indicate that one of the junior officers had bypassed him in a matter that was of concern to him. He pointed out that the reason for this was merely inexperience and recalled for the chief some of the similar blunders that had been made by great naval officers while they were on their first tour of duty. He told the chief that in his estimation Ensign A had excellent qualities and leadership ability and would undoubtedly be an outstanding officer as soon as he had gained experience. He told the chief that he would appreciate all the help Chief C could give in handling the problems that were specifically within the province of a chief petty officer, thus giving him, the division officer, an opportunity to give more personal instruction to the junior officers.

LESSONS LEARNED FROM THE ABOVE SOLUTION

In arriving at his conclusions in the above problem, the naval officer demonstrated the approach, the analysis, judgment, and the action usually associated with a real leader. The instructor of future leaders should use this or similar problems to point out several important factors that should be considered in the leader's approach to any problem. In the analysis of the problem there was thorough consideration given to the personality of the leader, the personality of the men, and the environment of the problem. In the procedure in solving the problem and the course of action taken, judgment was used and the leader proceeded cautiously but positively. A brief discussion of each of these factors may be helpful in emphasizing their importance to the students.

THE PERSONALITY OF THE LEADER

You cannot overemphasize to the student that the personality of the leader plays an important part in the solution of any problem that confronts him. Had the leader in the above problem possessed a different personality, his approach and his solution might have been entirely different. To illustrate this point, describe to your students some different types of leaders. Recall to them some of the great leaders under whom you have served. For example, you might tell them of Captain A, who would growl and threaten. You respected him even though you feared him and you would much rather go to sea under him than you would under anyone else. You will never forget the time he overheard you say, "That old so and so, Captain A." His reply, "Who called me old?", increased your love and respect for him even more. Captain A knew his tactics when it came to leadership. He based them upon his *natural personality* making no attempt to change from the gruff, stern, cold approach that nature gave him.

Then there was Captain B who was a different type of personality. He was kind, gentle, and always thoughtful. You followed him because you could not possibly think of crossing him. He did not stimulate fear in his men, but he got the same results as Captain A. As a matter of fact had Captain B used Captain A's tactics he probably would have appeared ridiculous.

You may find it advisable to describe to your students the personality of other great leaders and have them read about the personalities of these men. You should make clear to the students however, that your intention is not to have them mimic such personalities. The purpose of studying these personalities is to have them realize that the basic personalities of great leaders differ.

In addition to studying the personalities of great leaders, it might be helpful to have the students evaluate each other's personality. Let each attempt to describe his own personality and get the reactions of his classmates to it. If he analyzed himself correctly, how does his personality appear to the others with whom he is associated? This may be embarrassing to some men but it will be of immeasurable value to the

students in studying themselves and in emphasizing the importance of their own personalities in the solution of future leadership problems.

THE PERSONALITIES OF THE MEN

The personalities of the men he is going to lead also determine to some extent the leader's approach and his actions. The leader must consider the individual wherever possible. Of course, in a military organization where strict discipline is necessary, and where men are grouped and act as a unit, the whims and individual differences of the men cannot be considered specifically in each case. The leader, however, should know these men well enough to know what their reactions will be and how to present a plan to them so that he will gain their enthusiastic support.

THE PERSONALITY OF A GROUP OF MEN

The entire group of men assumes a personality of its own to which the leader must adjust. In the above problem there was no immediate action taken so far as the group was concerned. It was only indirectly that the entire group of men were taken into consideration. When it was known that the incident had been discussed widely, the action of the leader had to be decisive.

THE MORALE OF THE MEN

The leader must always be conscious of the effect of any act of his on the morale of the men. The type of problem that has been discussed bears out the fact that the leader in the case was interested in the morale of the two men that were immediately involved and the effect of the incident on the morale of the others. It must be impressed on the students that the morale of the men is largely the result of the leader's actions with individuals. Of course, morale is affected by many other factors such as danger, boredom, poor living conditions, lack of sleep, and others. However, the actions of the leader must take all of these into consideration and offset them.

ENVIRONMENT AFFECTS ACTIONS

The leader who is successful must take into consideration the environment in which a problem occurs. This is partic-

ularly noticeable in the problem at hand. The ship was in port, other ships were nearby, the men were not too busy, scuttlebutt traveled fast. On the other hand, a different set of circumstances might have altered action. What is good practice in one environment is poor in another. You should instruct future leaders in your classes that both the social and physical environments are significant. Point out to them that the officer who hopes to get good discipline by insisting on hypercritical personnel inspections in the South Pacific in war time will get as little discipline as the officer who neglects inspections in a recruit training station.

REDIRECTING THE PROBLEM

You should point out to the student that the wise leader welcomes problems. The only way he can put himself over to his men is through his responses to situations that arise. A leader who has never responded to problems presented by his men is something of an unknown quantity to them.

The good leader redirects the problems that are presented to him. He uses them to strengthen his organizational structure.

SUMMARY

Let us now consider just what you should carry away with you from your reading of this chapter. First, you recognized four objectives for your teaching:

1. You must make the students feel they are part of Navy society.
2. You must teach your students to be willing to assume responsibility.
3. You must encourage your students to want to be leaders.
4. You must give your students the tools, knowledges, and skills that help them carry on as leaders.

Second, you have seen that one, two, and three involved the development of attitudes and that attitudes are formed through:

1. Understanding.
2. Imitation.
3. Practice.

Third, tools, knowledges, and skills necessary to good leadership can be given to your students by means of the problem-solving method. In solving a leadership problem the students must consider the following variables:

1. The leader's personality.
2. The personalities of the men.
3. The group personality.
4. The morale of the men.
5. The environment.
6. The path along which he wishes to redirect the problem.

2.

WHAT TO TELL ABOUT THE LEADER'S JOB

LEADERS MUST BE MORE THAN IDEALISTS

A captain goes down with his ship. This act of his is consistent with the ideals required of good leaders. It is, however, more of a rite than a practical act of leadership because it marks the end of leading rather than providing for its continuance. "Going down with the ship" is in reality a final sacrifice to the cause of leadership. It gives men added confidence in other leaders; it raises the dignity of leadership above life itself; and, hence, is essentially idealistic so far as motivation is concerned.

This idealism is a vital element of good leadership but you must always bear in mind that from a purely practical point of view there is another element that must be present to make leadership successful. This is the element that keeps ships and skippers on the surface where they are far more valuable to the Navy than below it. There is an idealistic side to leadership and a working side—neither can be neglected.

GIVE YOUR STUDENTS A WORKING IDEA OF WHAT THE LEADER DOES

Most discussions of leadership define their subject in such a way that its idealistic aspects are overemphasized. The student leaves the course feeling that if he takes responsibility,

acts with officer-like qualities, has a military attitude, or considers his men before himself, he is a leader. This is all very well, but he must have something more in order to "work" as a leader.

It is the purpose of this chapter to present you with a working conception of leadership that you can in turn pass on to your students, or make use of in developing yourself as a better leader.

THREE PRACTICAL ASPECTS OF LEADERSHIP

It is the task of a gunner's mate to work with guns. If he assembles a gun he carefully *selects* the proper parts. He *organizes* these parts into their proper places and when the gun has been assembled he *motivates* its action by pulling the trigger.

It is the task of the gunnery officer to work with gun crews. If he assembles a gun crew he carefully *selects* the right men for the various positions. He *organizes* these men into their proper places and when the crew has been assembled he *motivates* its action by applying principles of leadership.

In the case of the gunner's mate, his final objective is to fire the gun. In the case of the gunnery officer, his final objective is to produce a smooth-working team to destroy the enemy.

The duty of a leader is to bring a group of men to the achievement of a given goal or objective. As we have seen, if the leader is working with a gun crew it is his job as a leader to make this crew become a highly efficient fighting unit. The tasks of leaders might be those simple ones such as getting the men to clean their quarters properly or those highly complex ones such as those involved in directing the activities of a large task force on a raid upon Japan. In all instances it is a matter of bringing a group or groups of men to the attainment of a selected objective.

Leadership means:

1. The selection of the right men for the right jobs.
2. The organization of these men into a smoothly operating team.
3. The motivation of the team to accomplish the goals desired.

SELECTING THE RIGHT MEN FOR THE RIGHT JOBS

You must impress upon your students that one of the first and biggest responsibilities is that of selecting the right man for the right job. Even in what appears to be a simple task, such as assigning men to various gun crew positions, it is necessary to consider the physical and mental requirements of each position and the extent to which each man meets these requirements. In determining the aptitude of the available men, check carefully their qualification cards. Interpretation of the test grades included on these cards is discussed in BuPers Circular Letter 22843 of 8 November 1943 entitled, "U. S. Navy Basic Test Battery." Every ship has a copy of this and every officer should become familiar with it as a part of his tools for selection of men.

For purposes of emphasizing the importance of selection, let us consider the qualifications necessary to the success of a man in each position on a 40-mm. gun, as worked out aboard one of the battleships.

Gun Captain

Age: Not important.

Vision: Normal.

Navy Status: Gunner's mate or petty officer thoroughly familiar with the gear.

Abilities: Above average in mental alertness.

Temperament: Stable personality. Must be the "coolest" man at the mount.

Assistant Gun Captain

Age: Not important.

Vision: Normal.

Abilities: At least average in mental alertness.

Temperament: Dependability under fire.

Third Loader

Age: 18 to 25 years preferred.

Height: 5 feet 9 inches or taller.

Strength: At least average.

Abilities: No special qualifications.

Temperament: Dependability under fire and fearlessness in handling ammunition at a rapid rate.

Second Loader

Age: 18 to 25 years preferred.

Height: 5 feet 9 inches or taller.

Strength: At least average.

Abilities: Average or better in coordination of movements.

Temperament: Dependability under fire and fearlessness in handling ammunition at a rapid rate.

First Loader

Age: 18 to 25 years preferred.

Height: 5 feet 9 inches or taller.

Other physical characteristics: Slender or medium rather than heavy build. Long fingers.

Abilities: Superior in eye-hand coordination. Superior in dexterity of hands and arms. Above average in mental alertness.

Temperament: Must be cool and steady.

Gun Pointer

Age: Under 35 years preferred.

Height: 5 feet, 4 inches to 5 feet, 10 inches.

Vision: 22/20 uncorrected, in preferential eye.

Other physical characteristics: Slender build rather than heavy.

Abilities: Above average in coordination of eye, hand, and foot movements. Above average in sense of timing. Above average in estimating speed of moving objects.

Temperament: Able to stand noise and concussion of gun fire close by. Able to work under hazardous conditions.

Gun Spotter

Age: Under 35 years preferred.

Vision: 20/20 vision uncorrected, for both eyes.

Abilities: Concentration amid distractions. Above average in mental alertness.

Temperament: Dependability and calmness under fire.

ORGANIZING THE MEN INTO A TEAM

The second step is the organization of the men into a team. A piece of music is not merely a collection of notes. A Navy team is far more than a number of men, grouped together to perform a given task. In music it is the organization of the notes, their relations to each other, their emphasis, whether loud or soft, that makes the composition. In a Navy team, organization also determines whether the team is effective or not. The good leader must know how to organize his team.

In a well organized team:

1. *Each man has a duty to perform that will give him opportunity to do his best work.* If some men of the team have too little to do the leader will not develop the team to its full capabilities. The practice of two men for a job that one man can do, is not only wasteful of manpower but frequently results in the two men doing a job that half a man can do. If some men are not required to work at top capacity, they are likely to block the efforts of those that are putting forth their full strength.

2. *Each man recognizes the boundaries of his duty.* The men must know just what their job is in order that they can be held fully responsible for its accomplishment. If there is any doubt as to which of two men is responsible for a given task, it is more than likely that the task will not be done.

3. *Each man knows the major goals the team must reach.* A good leader never keeps his men in the dark with respect to what goals he wishes them to reach. A man works with far more interest and hence with greater effort if he knows just what is to be accomplished. The United States sailor is not just a cog in a machine that goes 'round and 'round and cares little as to the reason why. He constitutes the Navy and should be allowed to become a part of the Navy's brains as well as its brawn.

4. *Each man knows what progress is being made toward reaching the goals.* Sometimes the goal is very remote and possibilities of its achievement cannot be much of an incentive. This is particularly true in training situations. The gun crew working for speed and efficiency in loading and firing their gun might be a long way from action. Defeating the enemy—

which is of course the eventual goal of training—becomes an incentive only when the enemy is close at hand. The leader in charge of training must set up *sub-goals*. In the case of the gun crew, he might set up a time objective or some other form of competitive stimulation. The sub-goal marks progress toward the final goal. In order for any goal to be effective as a stimulant to carry on, the men must know just how close they are to accomplishing it.

Many of the disciplinary problems of a ship or station may be traced directly to poor organization. The activity that has men taking liberty when they belong aboard probably has a poor organization for checking liberty. The leader might well question his own work rather than the honesty of the sailors when he meets with an excess of forged liberty cards. No matter how good an organization is on paper, it must be constantly supervised. Confusion is the end result of the best organization poorly followed.

Never send a group of men on an assignment unless they have a plan for carrying it out. This does not mean that the leader must do all the planning. In fact the opposite is true in most instances. The sub-leaders and men should be permitted to participate in the planning to the full extent of their abilities. It is the leader's job to know what planning and organizing he must do, and what he can leave with safety to his men.

MOTIVATING THE MAN

There are several primary drives that motivate men in the service. Among these are loyalty to a cause, loyalty to a man, liberty, and money.

The nature of the goal is a primary consideration in determining which drive to use. If the achievement of the goal involves a man's life probably the only drive that could be used effectively would be that of loyalty to a cause. Loyalty to a man might be effective but certainly liberty or money would not be rational reasons for giving one's life. And loyalty to a cause would not be a very useful drive toward making a man swab the decks,—it is too far fetched. Money and liberty are excellent drives for minor duties.

There certainly is nothing wrong in giving a bluejacket extra liberty or extra money in the form of promotion as a reward for doing a job well. Neither need an officer feel that it is improper to motivate a man's actions by appealing to the man's personal loyalty to him. The Navy leader, however, when using this last-mentioned approach must always remember that part of his job is to develop loyalty for the officer rather than the individual. He must recognize that he may be replaced as leader at any moment and another be given his command. He must so train his men that no matter who is in charge, the same loyalty of the man to his officer will be present.

MORALE

Morale is the mental attitude assumed by the man or men to the duty to be performed and everything associated with it. Morale can be good or bad or at any point between these two extremes. Good morale is indicated by a positive drive on the part of the men; a push beyond that which is expected; a sort of intuition concerning the leader's desires. On the other hand, poor morale is marked by resistance to orders which could even go to the extreme of organized resistance and sabotage. A. W. O. L., jumping ship, insolence to officers, etc., are symptoms of poor morale.

Obviously morale vitally affects the way a job is done. "Good men with poor ships are better than poor men with good ships." Good and poor can almost in this instance be replaced by "good morale" and "poor morale" because these terms are functions of each other.

There are a great number of little things that go to build up morale. These are frequently more significant than the bigger things. The leader must remember that every act of his is certain to have an effect upon the morale of his men.

THE LEADER'S JOB

The leader must be able to say:

1. I select my men carefully so that they fit the duty and the duty fits them.
2. I organize the work in such a way that:
 - a. Every man knows what to do.

- b. Every man has enough to do.
 - c. Every man knows where he is going.
 - d. Every man knows where he is.
3. I motivate my men in such a way that their morale is high.
4. I HAVE LED THE MEN TO ACHIEVE THE DESIRED GOAL IN SUCH A WAY THAT MY BASIC ORGANIZATION IS BETTER AND MY MEN'S MORALE IS HIGHER THAN WHEN WE EMBARKED ON THAT GOAL.

SUMMARY

This chapter has concerned itself more with demonstrating the working side of leadership than with telling you how to teach it. This was done because too frequently the practical, working side of leadership is ignored. The content of this chapter must be discussed at length with the student. Illustrate the points mentioned profusely with examples drawn from real life situations. If possible, give your class practice in the aspects of leadership involving selection, organization, and motivation. There are plenty of tasks in any school that provide such opportunity. Let the men supervise some of the activities of ship's company. By all means permit them to assume leadership in all the activities that concern them alone.

3.

HOW TO USE THE PROBLEM METHOD

HOW TO USE A PROBLEM APPROACH

The leadership problem should be the basis for much of your leadership instruction. Through the careful selection of problems it is perfectly possible to demonstrate in a live fashion most of the principles basic to an understanding of leadership.

Experience has shown that probably one of the best techniques to employ when using the problem approach is by having the various class members "act out" the problem. In this "acting out" of the problem, one or more of the members of the class assume the role of leader while the other members of the class assume the characters to be found within the pattern of the problem.

In order to make perfectly clear to the instructor the ramifications of this "acting out" of a problem technique, we shall present a stenographic report, with annotations, of an actual classroom situation.

STENOGRAPHIC REPORT OF A CLASSROOM SITUATION

The following is a stenographic report of the activities of a class of 50 officers in an indoctrination school in which the instructor employs the problem approach. The students were in their second month of indoctrination training and had received a brief lecture about the fundamental principles of leadership. The class session was 50 minutes in length.

The instructor began the session by presenting the problem in this fashion:

Instructor: I am going to begin this course in a rather unique way. Instead of giving you a lecture on leadership, I shall let you "act out" a leadership situation. First of all, I shall ask two of you to leave the room. I shall then set the stage and coach the class so that its members will be able to "act out" a problem for the two who are absent. One of you men who has been sent out will then be called in and asked, after the problem has been "acted out," to proceed just as he would were he presented with the real situation.

You will undoubtedly be inclined to be embarrassed, but try and forget you are in an artificial situation. After you have had some leadership experience you will undoubtedly agree that the embarrassment you experience now is nothing to the feelings you will have in real Navy situations.

Now will trainees Jones and Brown please retire from the room?

(Jones and Brown retire).

Now, Gentlemen, the problem is this: Aboard a given ship the men's mess has been particularly poor. The men have complained to their leading petty officer with but little result, have become extremely irritated about the lack of action, and have delegated two of their number to approach the executive officer and present the condition to him. The two members of the crew chosen are S1/c Baker and S1/c Albert. The scene opens with the two seamen who have bypassed intermediate officers and are presenting themselves to the executive officer. You two men in the first row act as the seamen. Mr. Frank, you act as the leading petty officer for the crew, and Mr. John, you act as the division officer. You are the two officers who have been bypassed in the process of the crew's complaint. Let us now call in Mr. Jones.

(Jones enters.)

Mr. Jones, the crew's mess has been particularly poor. These two seamen are presenting themselves as representatives of the crew to you, the executive officer of the ship, to complain about the chow. We are particularly anxious to see how you handle them and how you would approach the

whole problem that is being presented. You may call in the men's leading petty officer and their division officer should you so desire. Let us proceed:

Seaman first class: Sir, the chow has been very bad. We have complained to our chief and it doesn't do much good so we have decided to ignore him and come to you and tell you about it. We represent all the crew so we are not just a couple of kickers. We feel, however, that something should be done about it.

Executive Officer: Do I understand that you men have **not** spoken to your chief or to your division officer before coming to me with this complaint?

Seaman first class: Yes, sir.

Executive Officer: Ask the division officer and the chief **to** come here immediately.

(The division officer and chief enter, the seamen remain.)

Executive Officer (to division officer): These men have come to me to complain about the chow. It is very important that the men of the Navy be fed properly. It is definitely your responsibility as a division officer to look into the mess occasionally and see that your men are getting the proper treatment.

(The executive officer turns and says to the chief):

I understand that these men have reported to you about the mess and that you have done nothing about it. Hereafter when the men complain about the mess, I want you to be sure to give it some attention. You are all dismissed.

Instructor (to class):

I want the members of the class to take some time now and make notes on just what has happened, together with whatever comments they might feel inclined to make concerning the action of the executive officer. Let us now call in Mr. Brown and see how he would handle the problem.

(Mr. Brown enters.)

(The seamen present the same complaint and Mr. Brown (as executive officer) proceeds as follows):

Executive Officer (to seamen): You men did not speak to the chief or to the division officer before seeing me?

Seaman first class: No, sir.

Executive Officer: I want you men to understand that I am definitely interested in your welfare. However, I also want you to recognize that for the good of the ship, and for your good, it is very necessary that all complaints come up through the intermediate officers who are concerned. What I wish you would now do is go back to your leading petty officer and tell him your problem and I am certain that he will take cognizance of it and report the matter to the division officer who, in turn, will undoubtedly report the matter to me. You may rest assured that when things are done the right way, action to improve any bad situation will be taken immediately. You men are dismissed.

(The executive officer calls in the division officer and addresses him thus):

Executive Officer: Two seamen came to me a few minutes ago as representatives of the crew and complained to me about the chow. Such a complaint may be serious or it may not be, but it is our duty, of course, to recognize such a complaint. However, I felt that in view of the fact that these men deliberately bypassed you as well as the petty officer concerned in presenting their complaint, that it would be well to require them to follow through according to the regular way. Hence, I suggested to them that they go to their leading petty officer and present the complaint to him.

Now I am most anxious to develop the idea that proper channels must be used in presenting all the crew's problems. Hence, I wonder if you wouldn't go to the leading petty officer and tactfully explain to him just what has happened, cautioning him that I really paid no attention to the crew's complaint as it should have come through him, but also preparing him so that he will not act as a block to these men as they pass forward their particular grievances. I am trying to use this instance to the benefit of all. It provides a splendid opportunity to impress upon the men, the importance of following proper channels. If the chow is bad, it is high time that we took care of it.

YOU USE THE PROBLEM TO DEVELOP THE TOOLS

You have undoubtedly discovered many glaring errors of approach as you read through this stenographic account.

You may be inclined to be skeptical and comment that the first student must have been a very stupid person indeed to use the attack he selected. You might even be prone to pass the whole example off as an exaggeration on the part of the author.

The problem reported is no exaggeration of the solutions you can expect from your students. This problem type of approach has been thoroughly experimented with in an officers' indoctrination school. Over 80 percent made miserable failures of their solutions. Solution of leadership problems is not a matter of common sense. Students must be taught how to go about attacking them.

USING THE PROBLEM

The teaching situation developed in the reported problem is merely the introduction to a class discussion of the two solutions offered. The problem and the solution should be analyzed with respect to:

1. The principles of leadership involved.
2. The direction the situation in the problem should be forced to take.
3. The method used by the student in solving the problem in the light of his personality. Should he have used a different approach because his nature so dictates?
4. The possible variables that might enter in to complicate the problem.

NO PROBLEM CAN BE COMPLETE

It is impossible to word a problem in such a way that every detail of a situation is covered. This should be no drawback as the consideration of the possible variations in the problem and their implication is a phase of the lesson.

WHERE DO YOU USE THE PROBLEM METHOD?

The problem method may be used at any stage of the class work. In fact, some instructors have found it to be very worthwhile as an introduction to the subject. The problem provides splendid motivation for beginners. It makes them conscious of the magnitude of the subject of leadership and destroys some of their false confidence that they are leaders and need no training.

VARIATIONS ON THE PROBLEM METHOD

It is not proposed that all problems be acted out. In fact, it is even possible that the personality of the teacher or the group is such that it would not be advisable to act out a problem at all.

In addition to being "acted out" by the students the following variations of the problem approach may be employed:

1. An "acting out" situation in which the teacher assumes all roles but the one of the leader who may be an individual or the entire class.
2. A discussion of the problem without any "acting out" of the characters.
3. A written solution of the problem by the students.

SUMMARY

This chapter presented you with a stenographic report of a classroom situation in which the problem method was employed. It is expected that by reading this report various aspects of the method will be demonstrated to you that could not be presented in an abstract way. When you "act out" a problem you must not say to yourself, "this is childish or silly." It has been proven that it works.

4.

LEADERSHIP TECHNIQUES AND HOW TO TEACH THEM

Although in general there are so many variables involved in a leadership problem that it is impossible to offer pattern solutions to your students, you can give them some techniques of approach that will aid them greatly. In this chapter we will outline these techniques. It is assumed that in giving them to your students you will elaborate upon them and draw in practical illustrations whenever possible. In fact, one way to present the techniques is by drawing them from solutions of problems that you have presented to the class.

A CHECK ON THE LEADERSHIP ACT

Having prepared a course of action in response to a given problem your students should be taught to check the probable results with the following:

If I do what I intend doing in this situation, can I answer "yes" to the following questions:

1. Has this contact between the men and me made them feel that I think that they are important?
2. Has this contact between the men and me made them feel that the job they are doing is important?
3. Has this contact between the men and me made them feel that their present status is secure?
4. Has this contact between the men and me made them feel that their future status is secure?

MAKE A MAN FEEL HE IS IMPORTANT TO THE LEADER

It is not easy to make the men feel that their leader is genuinely concerned about them. The men must be led to know for certain:

1. That the leader is interested in their welfare.
2. That the leader would go out of his way to help them.
3. That the leader believes the men are able to do the job.

On the other hand, the men must not be led to feel:

1. That they are being flattered to prepare for "dirty work" ahead.
2. That they have an inside track with the leader and hence can do as they please. The leader must under no circumstances have any pets or "fair-haired boys" unless the pets or "fair-haired boys" deserve an inside track by virtue of their past performances.
3. That any of them are wonder boys, that they are the personal advisors to the leader, or that they know all the answers.

MAKE THE MAN FEEL HIS DUTY IS IMPORTANT

Every billet in the Navy is important. Under no circumstances should a leader give any indication that he feels that he is assigning a menial or unimportant task to a man. On the positive side this means that he must insure that his men know:

1. That doing their job poorly means that they jeopardize the safety of their ship and the lives of their mates.
2. That the crew depends upon them to do their job well.
3. That their efforts no matter how far removed from the actual firing of guns are just as important as the firing of guns to the success of an action.

There is, however, the negative side that must be definitely avoided. If any man feels that he is the only man, that the ship cannot get along without him, remedial measures must be taken at once.

MAKE THE MAN FEEL SECURE IN THE PRESENT

Every man in the crew should feel that so long as he is doing his best he will not be damaged by chance forces. Bawling a man out for something for which he is not respon-

sible is bad leadership. Too many leaders permit themselves to censure men using as a reason something based upon arbitrary or illogical feelings toward the men or their actions.

A man must at all times feel that he is being treated justly and fairly and getting all his rights. It is not the severity or the narrowness of the rules under which a man lives that bothers him. It is when rules and regulations are poorly defined, when he does not know what actions are expected of him, or what his rights are, that he feels insecure.

There is one grave danger that must be avoided in the attempt to give men a feeling of security. No man must be led to feel that no matter what he does nothing will happen to him.

MAKE THE MAN FEEL SECURE IN THE FUTURE

A man might feel perfectly secure in the present but be so seriously disturbed by the uncertainties that the future offers that he does not do his work well. This might be true in the case of the men in a ship heading for action. The men feel that they are not likely to be abused, censured, or punished as long as they carry out their daily tasks efficiently but the uncertainty of their future disturbs them.

In handling such a case the leader must remember that uncertainty is worse than certainty no matter how serious the certainty may be. Once the men know exactly just what is ahead of them the morale of a ship going into battle improves 100 percent.

Uncertainty is the father of rumor, and rumor ruins morale faster than anything else. Avoid uncertainty at all costs.

CHECKING THE PROBLEM OF CHAPTER III

If you will reread the problem presented in Chapter III we will check the response of the last solution to it in the light of what has just been discussed.

1. Did the student make the men feel important? Yes, he told them he was interested in their welfare. He indicated by his actions that he would go out of his way to help them. He gave no indication that he had no confidence in what they were saying. On the other hand, he did not flatter them by calling in their officers and censuring these officers.

2. Did the student make the men feel their job is important?
No. Here the student missed an opportunity. He might well have added a statement such as this: "I am definitely interested in the men's welfare. Poorly fed sailors cannot fight nor are they as happy as well-fed ones." He would not have committed himself with such a statement and its repetition would have gone far toward developing morale in the crew.

3. Did the student make the men feel secure in the present? Yes, indirectly, by not being severe with them concerning their avoiding the chain of command which was done more through ignorance than with intent to break a rule. Insecurity in the present invariably results from censuring men for breaking rules or customs they know nothing about.

4. Did the student make the men feel secure in the future? Yes. He gave them a definite pattern for following through on their grievance.

Another thing that the student did here worth commenting about was the way in which he redirected the problem. By pointing out the fact that there was a chain of command and insisting it be followed, he avoided breaking his organization. In fact, what was an actual breach of organization was used as a lesson to improve it. He developed confidence in the organization on the part of those involved by emphasizing the fact that going through the chain of command would bring about success.

LEADERSHIP TECHNIQUES

Every act of leadership should make the follower feel that as long as he is doing his best to follow, he will be secure and his efforts will receive recognition. There are a great number of techniques that the leader may use to encourage these feelings.

We shall attempt to list these techniques according to the nature of the leadership act. For instance, in the simple act of giving commands a leader who forms the practice of being indefinite in his commands will soon discover that the resulting confusion in the minds of his men will make them lose confidence in him. Thus a technique in the giving of commands is: "A command must be definite."

Acts of leadership may be grouped more or less rigorously into the following categories:

1. Acts involving giving commands.
2. Acts involving giving orders.
3. Acts involving the enlisting of cooperation.
4. Acts involving the promotion of good discipline.
5. Acts involving the establishment of respect for officers.
6. Acts involving improving bad morale due to feelings of insecurity.
7. Acts involving improving bad morale due to feelings of a lack of recognition.
8. Acts involving the establishment of a proper organization.

At the risk of being monotonous to the reader we shall list the major techniques that a leader should employ in any of these areas of acts. These lists should never be presented to the student as such. The techniques should be pointed out to him as he works through various types of leadership problems. They should not be memorized. They must become "second nature" to the student.

LEADERSHIP TECHNIQUES INVOLVED IN GIVING COMMANDS

1. A command must be definite.
2. A command must be given in a tone of voice that leaves no doubt that the leader expects it to be executed.
3. The leader must look at the men when giving a command.
4. A command must not contain so much that the men cannot remember it.

LEADERSHIP TECHNIQUES INVOLVED IN GIVING ORDERS

1. The leader must not only tell what he wants done but how it should be accomplished if the men cannot be expected to devise methods of accomplishment themselves.
2. The leader should never talk down to the men in giving instructions.
3. The leader should give his instructions to the man in charge and not to the group. He should follow the chain of command.

4. The leader must not club or coax his men. He should lead and coach.
5. In giving orders the leader must remember that the man is serving his country, not him.
6. The leader does not get into a position where he has to "pull rank" to get his orders executed.
7. In giving an order the leader must try and get across a feeling of "let's go" instead of "get going."
8. The leader must avoid an overbearing attitude.
9. The leader always acts as though he expects his men to do a good job carrying out his orders.

LEADERSHIP TECHNIQUES INVOLVED IN ENLISTING COOPERATION

1. The leader acts in such a way that any officer can take over his duties without destroying morale.
2. The leader never criticizes an officer to the men.
3. The leader takes his junior officer into his confidence.
4. As leader, he says "we" instead of "I" whenever possible.

LEADERSHIP TECHNIQUES INVOLVED IN DISCIPLINE SITUATIONS

1. The leader praises in public and censures in private.
2. The leader always gives the man the benefit of the doubt.
3. The leader avoids mass disciplining of his men.
4. The leader takes into account whether or not an infraction of discipline was intentional.
5. A leader considers a man's record before disciplining him.
6. A leader is impersonal in giving discipline.
7. A leader never takes an infraction of discipline as a personal matter.
8. A leader inspires enthusiasm for discipline rather than fear.

LEADERSHIP TECHNIQUES INVOLVED IN RESPECT FOR OFFICERS

1. A leader takes unusual care that he makes a good impression upon his men with the first contact.
2. A leader never acts as if he thinks he is good.
3. A leader is interested in the promotion of his men.

4. A leader gives praise when praise is due. He knows that a very effective occasion to give praise is often some time after the laudable act has been performed. Thus he demonstrates that it was so worthwhile he remembered it.
5. A leader gives his juniors credit even when he is mainly responsible for a successful piece of work.
6. A leader always stands behind his junior officers.
7. A leader watches his bearing.
8. A leader is always polite and considerate.
9. A leader assumes the same attitude toward the service that he expects his men to assume.

LEADERSHIP TECHNIQUES INVOLVED IN IMPROVING FEELING OF SECURITY

1. A leader lets his men know just what is expected of them.
2. A leader lets his men know when he is satisfied with their work.
3. A leader lets his men know what is in store for them in the future if possible. If not possible, he tells them so.
4. A leader never makes a promise which he, at that time, cannot expect to keep.
5. A leader grants favors willingly, if deserved.
6. A leader keeps in constant touch with the morale of his men.
7. A leader never "picks on" a man for an insignificant infraction.
8. A leader is always certain that a man understands why he is being censured.

LEADERSHIP TECHNIQUES INVOLVED IN GIVING RECOGNITION

1. The leader only gives praise when praise is due. He does not flatter.
2. The leader is always available to his men.
3. The leader is interested in the promotion of his men. He encourages them to prepare for advancement.
4. The leader sees to it that he is the first person to whom a man might turn in case of trouble.

5. The leader has respect for the feelings of men of all ranks.
6. The leader expresses sympathy and interest in a man's cause even though he might disagree with him.
7. The leader is interested in the men's quarters and mess.
8. The leader studies his men. There are many little things that tell him about his men—the pictures they put on the bulkhead, their friends, the medals they might be wearing, etc.

LEADERSHIP TECHNIQUES INVOLVED IN IMPROVING ORGANIZATION

1. The good leader recognizes that a good organization often prevents discipline troubles.
2. The good leader always examines his organization when an excessive number of problems present themselves.
3. The good leader always conforms to the rules of the organization himself.
4. The good leader never permits anyone to violate the rules of the organization.
5. The good leader develops a technique of questioning to discover weaknesses of his organization (discussed in evaluation chapter).

THE INDIRECT METHOD

A technique of almost universal possible application is the technique of the indirect method. This technique can best be illustrated through the agency of the following example.

A senior officer wishes to indicate to one of his junior officers that his practice of addressing the men by their first names is not advisable. The junior officer is an exceedingly fine officer and is very sensitive to any criticism. In fact he is prone to assume that any suggestions for changing his way of doing things is a censure. To avoid hurting the morale of the junior officer the senior officer employs the indirect method. Some day in conversation with the junior officer, when a suitable opportunity arises, he will relate how on another ship a young officer lost the respect of his men because he addressed them by their first names.

The indirect method can also be used to give praise and at the same time avoid giving the impression that flattery is being used. The expression "You didn't do badly today" is indirect praise.

THE INSTRUCTOR MUST GIVE HIS STUDENTS PRACTICE USING THESE TECHNIQUES

Your job as an instructor is to give your students practice in using these techniques. This is done by giving them a great number of problems to act out. For your benefit a number of problems involving the techniques listed are included in this chapter. It is expected, however, that you will augment these with others of your own making. It is also a good practice to have students construct problems.

SUMMARY

This chapter has given you a number of the techniques a good leader must possess. It is expected you will develop these for your class through the agency of the following problems.

Problems Involving the Use of Specified Techniques

NOTE.—No problem concerns the use of a single technique in isolation of all others. The problems are grouped according to techniques in order to give teaching emphasis.

COMMANDS AND ORDERS

1. Have the students practice giving commands to the helmsman.
2. Have the students evaluate the effectiveness of the commands given by their associates at drill.
3. Have students repeat orders that the instructor gives them and have their associates criticize the tone of voice, posture, etc.
4. You are an officer about to order four chiefs to take a detail of 20 men to dismantle the barracks. Beds must be taken down and stowed. An inventory of material in the barracks must be made before the gear is turned over to the supply officer. Give the order to the four chiefs to carry on this work.
5. A man has appeared at inspection at quarters out of

uniform. Order the leading petty officer to do something about him.

6. Order a chief to take care of the stowage of some ammunition that is on the dock.

OBTAINING COOPERATION

1. You are a division officer and you find that the men in your division are apparently not interested in taking the training courses for advancement in rating. What steps would you take to develop their interest?

2. Because there has been a shortage of help in the galley, S2/c Jones has been ordered to duty as assistant to the cook. The job involves considerable dirty work and Jones thoroughly dislikes most of it. It is, however, necessary that he be trained to perform the functions of a cook because he is the most eligible man from the point of view of background and previous experience, and availability. Jones has presented himself to his division officer with the complaint that he definitely wants a change of duty. He tells him that he does not like the job of cook and that although he would like very much to become a petty officer he never thought much of cooks. You are the division officer. What action would you take in this case?

3. New fire-fighting gear is to be installed on your ship. The work involved is very dirty and disagreeable and the men are hesitant about starting. The junior officer in charge of the group, although he is a commissioned officer, removes his coat and begins the work asking the men to follow him. You are this junior officer's senior. What is your reaction to his behavior and what action would you take, if any, toward him and his behavior?

4. You are schools' officer. A chief who has been sent to the school and who has an excellent record, presents himself to you and says "I have been in Instructor Frank's class. He has been telling us a lot of things that we have known for years. I don't care whether this means that I'll be broken or not, but I absolutely refuse to continue in his class." You know that Instructor Frank has not been doing a good job

but can do nothing about it because you have no replacement for him. What action would you take concerning the chief?

5. You are a senior officer. An ensign, new to your ship and not recognizing your rank, addresses you and complains bitterly about his Captain and the ship. What would be your response to the ensign?

DISCIPLINE

1. S2/c Jones, thoroughly familiar with the customs and courtesies of his ship, deliberately passes through officers' country. What action would you take?

2. S2/c Jones has just come aboard ship and is not familiar with the customs and courtesies of a ship. You find him passing through officers' country. What action would you take?

3. A fireman first class has just come aboard an SC from duty on a seaplane tender. His records show that he has been an unusually fine man. Aboard the SC, however, on his first tour of duty, he becomes very seasick. When the ship touches port, he jumps ship and is picked up by the shore patrol. When they ask him why he jumped ship, he says he just couldn't stand it any longer. If you are this man's division officer, and have the power to decide what to do in his case, what would you recommend?

4. The officer of the deck turns in, for being lax on duty, a man from your division. Up to the present, this man has been unusually good and has never caused any trouble. He becomes extremely angry at the officer of the deck and brags to members of the crew that he will get even. You, the boy's division officer, hear of this. What action will you take as far as the boy is concerned?

5. You have overheard your men criticizing and ridiculing one of your brother officers. To some extent he is to blame that he is unpopular with the men. Would you say anything to him about it and what action would you take with the men?

6. A seaman who has been through a great number of actions has come to you and told you that he would rather

go to the brig than hear another gun go off. How would you, the division officer, handle this situation?

7. A chief boatswain's mate who had always had a 4.0 rating, while loading ammunition on a very hot and disagreeable day, got into a fight with one of the gunner's mates and struck him. Following this, he went ashore, became gloriously intoxicated and got into a fight with some civilians in a saloon. He then returned to his ship. If you were this chief's officer what action would you take?

RESPECT FOR OFFICERS

1. You are an ensign and you have been given the duty of assistant gunnery officer. Your senior officer has presented you to your men. Just what would you say to your men on your first meeting?

2. A story attributed to the actions of one of our admirals when he was a captain, is as follows: As the captain was coming aboard, he overheard one of the men say "There is that old so and so" His reply was nothing more than "Who called me old?" Why was this an effective approach to the problem of developing morale in the men in his fleet?

3. You are appointed as assistant boat officer aboard an APD. You know very little about Diesel engines and nothing about small boats. Your men, however, are very familiar with both Diesel engines and boats, having had a great deal of experience in the small-boat field. You are introduced to your men for the first time and told to carry out a duty involving a knowledge of the engines and boats. How shall you go about it?

IMPROVING MORALE BY PROMOTING A FEELING OF SECURITY

1. A survivor from a torpedoed CVE, S1/c Jones, has become a member of the crew of a newly commissioned CVE. His lurid tales of adventure aboard the torpedoed ship and his stories of the dangers involved in service aboard a CVE have seriously destroyed the men's confidence in their ship. You are the division officer in the engineering division where the

morale is particularly low because the men feel that since their service is below deck they have little chance of surviving if torpedoed. What shall you do to improve the morale of your men?

2. You are the division officer aboard a mine sweeper. The men are comparatively new, are afraid of the duty, and have had some scary experiences while in training. Scuttlebutt is being passed about in large amounts concerning the dangers of mine sweeping. You have now received orders to take your ship to England for very dangerous duty in the Channel. Would you tell your men, if this is permitted by security, that they are going on this duty, or would you conceal it from them until the action actually began?

3. In the process of censoring a letter from a sailor to his mother, you find that he is writing her that he can't stand sea duty any more, that conditions aboard the ship are unbearable, and that he just feels like committing suicide. What action would you take?

4. In one of the landings about which there was considerable uncertainty on the part of the men and much scuttlebutt concerning the dangers involved, an officer addressed his men as follows: "This is going to be the most exciting thing you have ever experienced. At best your chances of getting killed are no more than 1 in 20 which are good chances, but still are long shots. You should however be glad since you are making history of a type that the world will never see again for hundreds of years." Comment on this approach for improving morale.

5. You are a division officer aboard a ship in a task force. Your men have been passing about a great deal of scuttlebutt about the nature of the mission. This scuttlebutt has reached such a stage that it is beginning to scare the men. Morale is getting lower, yet you cannot tell them just exactly what the mission is. Would say anything to them and if so, what would you say?

6. A group of men in training to be storekeepers, because of the sudden change in the picture of the war, have been ordered into training as electricians. The men are very disgruntled. They have the feeling that the Navy does not know what it is

doing. You are the electrical school officer and it is your problem to improve the morale of these men. How will you go about doing so?

7. In an amphibious outfit the men distinctly felt that they were a suicide activity. Scuttlebutt had it that their commanding officer considered them expendable and hence was not giving them too much training or too much attention. To bear this out, living conditions were extremely bad and the food was very poor. One day on one of the bulkheads there appeared what purported to be a picture of their commanding officer laughing. Under it was written, "This is what he thinks of us." You, one of the junior officers of this outfit, discover this picture. Your men in particular have had very low morale and you are quite certain that the origin of the picture was within your outfit. What action, or actions, would you take?

IMPROVING MORALE BY GIVING RECOGNITION

1. You are a division officer and because S1/c Jones has done extra work for you, you have given him extra liberty. Five of your men now present themselves to you and ask for extra liberty on the basis that you gave it to Jones. Explain how you would solve this situation and point out if you can, what might have been wrong with your approach when you gave the liberty to Jones.

2. The mess boys over whom you have supervision have developed a serious dislike for the executive officer. He is very overbearing and orders them about with very little consideration of them. One of the mess boys has come to you and has told you that he is going over the hill. What action would you, as the division officer, take to prevent this from happening?

3. S2/c Jones has been employed as a signalman aboard a DE and has been doing an excellent job. He is now being replaced by a signalman third class who has nowhere near the ability or the skill of Jones. Jones is seriously discouraged and goes about his duties in an indifferent, sullen manner. He feels that he should have been rated as signalman third class and kept on the job instead of bringing in the new, inex-

perienced man. You are Jones' division officer. What can you do to improve Jones' morale?

ORGANIZATION

1. You are the executive officer of a training station. You find that your requests for emergency leave have increased to the point where the number of them is all out of proportion to the number of men under your command. What might be wrong, if anything, in this situation?

2. A seaman is brought to you because he has in his possession a liberty card that does not belong to him. He tells you that there are many other men who have either forged liberty cards, or cards belonging to others, and that they are using them to get off the station. What steps would you take to discover who these men are and to insure against the continuance of this practice?

3. You are the executive officer of a small training establishment involving a ship's company of 100 men and trainees of something like 800 men. Set up an organization for giving liberty. In this organization tell just what liberty you will give; what type of liberty cards you will issue; and what security measures you will take to see that your regulations for liberty are properly enforced.

4. You are a division officer aboard a ship that has been involved in routine duty for a considerable length of time. The men have become indifferent to training and have completely lost their snap. Analyze the situation and describe just what actions you might take to improve morale.

USING THE INDIRECT METHOD

1. The skipper has complained to you, the division officer, to the effect that one of your junior officers is bringing too many men to Captain's Mast. Describe what you would say to the junior officer in order to correct this fault.

2. A senior officer observes a junior officer playfully trip a chief while he is acting in the line of duty. The chief retorts "cut out that monkey business." How shall you, the senior officer, act to restore proper discipline?

3. You are a junior officer. Your senior officer has passed you by and gone directly to your men to order them to do a job. What action, if any, would you take?

4. A junior officer has formed the practice of calling his men individually as Mac and in a group as Mates. His men are apparently doing an excellent job and seem to be quite loyal to him. If you were his senior officer would you point out to him that this is a bad practice? If so, how would you present this fact?

5. A junior officer has a senior officer over him who always seems to have a better way of doing the job. He constantly interrupts the junior officer's men while they are working on a job, correcting them and indicating to them that there is a better way of doing the work. The men, under these circumstances, have become very confused and resentful. Is there any action that the junior officer can take to remedy this situation?

5.

WHAT TO TEACH ABOUT TRAINING

TRAINING IS A DUTY OF THE LEADER

As an instructor in leadership you should spend considerable time pointing out to your students that all leaders must be teachers. Training is one of the important duties of officers and petty officers at all times except when they are engaging in combat. The areas covered by instruction are broad and varied. First, modern warfare requires that men must be trained to maintain and operate highly complex machinery. Teaching men to train and perform *elementary* tasks of a vocational nature is no longer adequate. Effective methods of instructing men in the use of these modern implements of war have not even now been fully developed in spite of the fact that the Navy has called in ranking educators to help. Secondly, giving orders requires instructing. The officer has the responsibility of seeing that the orders are understood and carried out. Making orders clear to subordinates is a teaching technique and unless the men are taught what the leader wants they cannot effectively carry out the order.

The leader should learn how to instruct. Because of the importance of instruction every leader should attempt to improve his abilities to teach. You should point out to students that it will be to their advantage to look over some of

the printed material in the field of education and to discuss it in leadership classes. Certainly not all of the material is applicable to naval leaders. You are not trying to make school teachers out of the students but to give them the essential principles of teaching which will be useful to them in carrying out their functions as leaders of men. This chapter will attempt to discuss a few of the more important principles of the field of instructing that should be helpful to the leader.

THE LEADER PLANS HIS WORK

The good instructor plans his instruction, and the good officer considers carefully and plans his action. The officer who has acquired the art of leadership will carefully plan the activities of his men for each hour of the day. Just as the teacher sets up objectives for every class and every lesson, the officer sets up a purpose for every activity. "Busy work" in the schoolroom or in the Navy destroys morale. All work must have a goal.

After planning his activities with a definite goal in mind, the leader plans his orders so that they will be easily understood. He checks to be certain that there is sufficient time to execute the orders within the time available. The lesson planned by the teacher in a school and the daily plan of training activities of an officer should be similar.

THE LEADER WATCHES HIS DELIVERY

When an instructor is delivering a lecture he is careful of his delivery because he realizes its importance in getting his ideas across to students. A good officer must recognize that in his instruction his delivery is also important. Delivery whether by the teacher or the officer requires the application of certain fundamentals. First, be sure that you are heard. Talk slowly enough and loudly enough so that all of the men you are addressing can hear you. Second, talk to your men. Look at them directly. Establish "eye contact." Every man should feel that the speaker is speaking directly to him. The experienced talker can determine whether or not his message is being understood and interest maintained by watching the men before him. Third, watch your voice. A voice that is too harsh or too loud irritates, a voice that is

too soft fails to get the message across. Make a conscious effort to improve your voice so that it will be pleasant and effective. Fourth, watch your bodily action while speaking. The experienced speaker knows that every bodily movement punctuates his speech. The officer who is instructing men need not be a finished platform speaker, but he must realize that hand waving, and pacing, detract from getting his message to his hearers. If he wishes to use gestures he must be sure that they have a purpose.

In instructing your students in leadership help them improve their speech. This improvement should be directed toward the instructing that is necessary in carrying out orders and toward the giving of commands. There is a difference that every leader must know and observe.

THE LEADER PROVIDES FOR THE MEN TO LEARN BY DOING

Both the good instructor and the well-trained officer know that men learn by doing. Never work on the assumption that men learn much from oral instruction. You might give a prospective gunner's mate perfect directions for the breakdown of a 20-mm. gun but it would not be wise to depend on these alone. The man must be given the opportunity to do the work. Many officers give their men so many instructions at one time that they cannot possibly follow them. In training, particularly, give a few directions at a time and follow these by having the men do the job. Only by performing a task over and over do men gain the ability and the confidence necessary to carry on in battle. With confidence in their own ability always comes confidence in the leader who has taught them.

THE LEADER IS A GOOD QUESTIONER

The instructor checks the results of his teaching and the officer checks whether or not his orders are understood by careful questioning. Questioning is an art, but there are a few rules that can be followed advantageously. The ideal question:

1. Has a specific purpose.
2. Is clear-cut, and easy to understand.
3. Suits the level of the man asked.

4. Requires a definite answer.
5. Avoids guessing.

The wise officer will train his men to expect to be questioned about the instructions or orders he gives. When asking questions of a group of men it is better to ask the question before designating someone to answer it. This keeps every member of the group on his toes.

THE OFFICER LEADER INSTILLS A FIGHTING SPIRIT

The leader must teach more than the knowledge that is necessary and the manipulations that one must be able to perform aboard ship. He must in his teaching instill a fighting spirit into the men individually and in operating teams. He is not merely training men to do a job—he is training them to do a fighting job. Without a fighting spirit very few battles are won. Fighting spirit can be developed by orienting every activity in the light of how it will kill the enemy or how it will save the man from being killed. The crew at loading drill must be stimulated to feel that they are getting ready for battle, not merely trying to beat theirs or someone else's time. The leader should point out to the gunner's mate breaking down a gun that he will be doing the same thing under fire soon.

Attitudes are contagious. In teaching the fighting attitude the leader must have it himself. If the leader is proud of the Navy, likes Navy life, takes his place on the team, fights and shows he is willing to fight because he knows that there is a vital job to be done, his men will soon pick up something of his attitude.

Leading is teaching and fighting. You must make your students understand that every leader in the Navy is more than one who directs operations and fighting. He is also a teacher. Unless the leader teaches his crew, trains his men, he cannot develop them into an efficient fighting unit that will carry out his commands under the critical conditions of battle. Officers who are not teachers are as useless as officers who are not fighters.

SUMMARY

This chapter has presented some of the training aspects of the leader's duties. A good leader is a good teacher, on the

other hand many of the skills of teaching are also the skills of leading.

Problems Found in Training Situations

1. You are addressing a group of men. You find they are not paying attention to you and that some of them are even "doping off." What might be wrong?
2. Write a lesson plan for teaching a group of officers how to use the pelorus. (See *Instructor Training Manual*.)
3. You are the school's officer for an electrical school. You are about to organize classes for a beginning section of 120 men. Class sizes are to be 30. The subjects each class is to take are mathematics, 1 hour; shop, 3 hours; physical training, 1 hour. Make a schedule of classes starting at 0800 and having chow from 1200 to 1300.
4. Organize a program for advancement in rating in the gunnery division of a cruiser. State how you would supervise the activities of the leading petty officers concerned. (See *Training Officers Guide for Enlisted Advancement*.)

6.

RELATIONS WITH OTHER OFFICERS AND MEN

A LEADER IS ALSO A CO-LEADER AND SUB-LEADER

It must be demonstrated to your students that no man is exclusively a leader. All leaders must work on the same level of leadership with other leaders. All leaders are also among the led. A leader is at the same time by virtue of his leadership, a co-leader, a sub-leader, and a follower. These other functions are a part of leadership and cannot be disregarded in a study of leadership. There is loyalty up as well as down.

It shall be the purpose of this chapter to point out the inter-relationships between leaders of varying responsibility and rank. In discussing these, no attempt will be made to consider naval customs, courtesies, or regulations governing the relations between officers. These are better referred to other courses.

The approach that will be used will consider the following:

1. Relations of junior officer to senior officer.
2. Relations between officers of equal rank and responsibility.
3. Relations between officers and leading petty officers.
4. Relations between leading petty officers and men.

Other leadership relations have already been considered in the general discussion.

RELATIONS OF JUNIOR OFFICER TO SENIOR OFFICER

In a chain of command, the junior officer is the representative of, and speaks for, his senior officer. He has no ideas of his own unless the senior officer implies or definitely indicates otherwise when giving his orders. This does not mean, however, that he is forbidden to think. It definitely does not mean that he cannot make suggestions. All suggestions, however, must be tactfully worded and presented in such a way that the senior officer understands that the suggestion is not a criticism, and is made with the reservation that the junior officer has not all the facts or the experience and knowledge possessed by the senior.

In a staff capacity a junior officer must do the work. There is no better description of how a staff officer shall act than the doctrine set forth by one of the admirals of the U. S. Navy to his men in the following memorandum:

1. The doctrine of "completed staff work" is a doctrine of this office.
2. "Completed staff work" is the study of a problem, and presentation of a solution, by a staff officer, in such form that all that remains to be done on the part of the head of the staff division, or the commander, is to indicate his approval, or disapproval of the completed action. The words "completed action" are emphasized because the more difficult the problem is, the more the tendency is to present the problem to the chief in piece-meal fashion. It is your duty as a staff officer to work out the details. You should not consult your chief in the determination of those details, no matter how perplexing they may be. You may and should consult other staff officers. The product, whether it involves the pronouncement of a new policy or affects an established one, should, when presented to the chief for approval or disapproval, be worked out in finished form.
3. The impulse which often comes to the inexperienced staff officer to ask the chief what to do, recurs more often when the problem is difficult. It is accompanied by a feeling of mental frustration. It is so

easy to ask the chief what to do, and it appears so easy for him to answer. Resist that impulse. You will succumb to it only if you do not know your job. It is your job to advise your chief what he ought to do, not to ask him what you ought to do. He needs answers, not questions. Your job is to study, write, restudy, and rewrite until you have evolved a single proposed action—the best one of all you have considered. Your chief merely approves or disapproves.

4. Do not worry your chief with long explanations and memoranda. Writing a memorandum to your chief does not constitute completed staff work, but writing a memorandum for your chief to send to someone else does. Your views should be placed before him in finished form so that he can make them his views simply by signing his name. In most instances, completed staff work results in a single document prepared for the signature of the chief, without accompanying comment. If the proper result is reached, the chief will usually recognize it at once. If he wants comment or explanation, he will ask for it.
5. The theory of completed staff work does not preclude a "rough draft" but the rough draft must not be half-baked ideas. It must be complete in every respect except that it lacks the requisite number of copies and need not be neat. But a rough draft must not be used as an excuse for shifting to the chief, the burden of formulating the action.
6. The "completed staff work" theory may result in more work for the staff officer, but it results in more freedom for the chief. This is as it should be. Further, it accomplishes two things:
 - (a) The chief is protected from half-baked ideas, voluminous memoranda, and immature oral presentments.
 - (b) The staff officer who has a real idea to sell is enabled more readily to find a market.

7. When you have finished your "completed staff work" the final test is this:

If you were the chief, would you be willing to sign the paper you have prepared and stake your professional reputation on its being right?

If the answer is in the negative, take it back and work it over because it is not yet "completed staff work."

The junior officer must, in his relations with his senior, set the pattern for his men. If anything, he should exaggerate his regard and his respect in all situations involving him and his senior when the men are present. Nothing is more damaging to the military aspects of morale than when a junior shows a lack of respect for his senior while on duty with his men. Whether he thinks the senior expects it or not, he should rise when addressed by him. He must not fail to use respectful language. He must give his undivided attention to what the leader is saying. His leader cannot excuse him from assuming the proper military attitude.

The junior officer must not be subservient to his senior. He is an officer himself. He has responsibility in his own right. He belongs to the fraternity of leaders and hence must feel and act as one of them. There is nothing more disagreeable and less desirable for the Navy than the junior officer who assumes a menial attitude toward the senior. His superior will soon reach a point where he will be afraid to trust this officer's judgment. He will recognize that the officer is indirectly attempting to flatter him and become most suspicious of his motives.

An officer must never be afraid of his superior. A young lieutenant (jg) just out of an indoctrination school had unusual ability as a specialist and was assigned to a training activity. This officer was so afraid of rank that he was tongue-tied when talking with his captain. The captain's estimate of him was that he was either stupid or lacked the push to carry on in his work. He asked that he be given a change in duty at once. The captain was correct in his action although he did not make the proper estimate of the young officer. An officer who is afraid of his superiors is likely to

become confused when receiving orders and is certain not to be the kind of an individual who will contribute much to the organization.

There will be many occasions of a social nature where familiarity between senior and junior officer will and should develop. They will eat together, go to parties together, and call each other by their first names. Under no circumstances must this familiarity be carried into military life. It is the burden of the junior officer to see that this does not occur.

RELATIONS BETWEEN OFFICERS OF EQUAL RANK AND RESPONSIBILITY

A number of suggestions can be made by the instructor to help student officers in their future relations with associates of equal rank and responsibility. While these must not be set down as positive rules of conduct they are principles of "getting along together" that will help.

One of the greatest causes of conflict between officers of the same rank and responsibility lies in the desire on the part of some of them to poach within the jurisdiction of others. For some strange reason many humans are of the opinion that the more men who report to them, the more things they feel are within their duties, the greater their prestige. Hence, they are likely to usurp functions definitely belonging to others. Thus aboard ship we might find the first lieutenant and the engineering officer at odds with each other because the former deliberately took over some of the duties belonging to the latter.

Division officers are the ones most guilty of this kind of conduct toward each other. They fail to realize that it is not the size of their job that counts but how well it is done. Quite frequently the biggest job of the executive officer is that of keeping department heads and division officers within their jurisdictions. Such a situation is entirely unnecessary, and can be avoided if the officers involved cooperate properly. It is almost impossible to set definite jurisdictional lines and hence officers with bordering jurisdictions must learn to com-

promise in conflicting areas. They should not form the habit of asking their superior to settle all the questions involving "who is responsible for what."

Officers of the same rank and responsibility must always remember that they are fighting the enemy, not themselves. The working and fighting of a ship is a joint enterprise and the attitude that this is my department, division, or section, that these are my men, should not be allowed to develop too strongly. It is a matter of record that there are officers who resent the fact that other officers criticize their men or put them on report. They take these actions as personal criticism of themselves. You, the leadership instructor, must teach your men the give and take necessary to cooperation between leaders.

RELATIONS BETWEEN OFFICERS AND LEADING PETTY OFFICERS

The relation between the officer and petty officer is the same as the relation between manager and foreman in industry. The officer is an expert in management. He does not know nor is he expected to know, all the mechanical details of every job aboard ship. He is not necessarily an expert signalman, radioman, gunner's mate, or machinist's mate, but he does know how to integrate and direct the efforts of these experts.

The petty officer is the leading expert. He knows his field and he knows how to direct the men in his charge in that field. He also knows that the officer is not an expert in any given field and does not expect him to act as if he were. The petty officer must feel perfectly free to give expert advice to his officer. He must be careful, however, to remember that his officer is a management expert and keep out of that area.

There should exist between officer and petty officer the kind of respect that is common between men of different specialties each of whom knows his job well. The officer must be on friendly terms with his petty officers. He must encourage in them the feeling that he has the utmost confidence in their judgment and ability. This friendliness and confidence should not go to the point of overfamiliarity. The petty officer is too close to the men to permit an excessive amount of freedom between him and his officer. The crew

will soon pattern their attitude toward the officer after the attitude assumed by the petty officer.

Familiarity breeds disrespect and disrespect is dangerous particularly in a military organization. It is the old story of maintaining the organizational structure. One breach and the entire organization crumbles. The Navy organization is based upon respect for officers.

RELATIONS BETWEEN LEADING PETTY OFFICERS AND MEN

Practically everything that has been discussed concerning leadership for officers applies to petty officers in their relations with their men. There must be, however, a much less formal relationship between petty officers and men than exists between commissioned officers and men.

The good petty officer is not only a leader but is also the teacher and official friend of his men. Training the men in practical work in ship's gear, indoctrinating the men to life aboard ship is the petty officer's task. This is done not in a formal teaching situation but informally as the men go about their daily duties. Because this training is informal it often is neglected by the petty officer with the result that one of the best approaches he can have toward his men is lost.

As official friend of his men the petty officer has a tremendous responsibility. He must watch that their liberty is distributed fairly and that they get it when it is due. Thus he, in reality, has under his jurisdiction a thing that the Navy man values even more than money.

The leading petty officer has the task of helping the men live together. He must settle their minor disputes, he must promote a friendly attitude between them, and encourage them to work cooperatively.

The leading petty officer can do much to keep the morale high. He hears the scuttlebutt that disturbs the men. He knows the hardships they are going through. He also knows just exactly what they are thinking. The petty officer should be the ear for his officer. It is his duty to keep him informed of the state of the men's morale. This he must do in such a manner that he does not act as a spy reporting activities of

the enemy but as a friend of the men and of the officer, relating facts of interest to all.

SUMMARY

The relations between officers, and officers and men, must be taught every future leader. You can use the problem technique in presenting these relations to your class. For your benefit a few type problems follow:

Problems of Relations Between Officers and Men

1. Just what would you say to a Chief in your division in order to get from him a true report of the state of the morale of his men?
2. Your senior officer has ordered you to reprimand one of your men for failing to salute him. You know that the failure to salute was unintentional. What action would you take?
3. You are a division head. Another division head is performing duties that are rightfully yours. His action is deliberate. What would you do about it?
4. One of your brother officers has not been able to obtain high morale in his men, because he is too arbitrary with them. You know you can help him. Would you say anything to him? If so, just what would you say?
5. Your senior officer insists upon calling you by your first name. In a social situation is it ever permissible to address him by his first name? In a military situation is it ever permissible? Explain why.
6. You are a senior officer. One of your junior officers has formed the habit of going ashore with one of the chiefs. They go on parties together but conduct themselves as gentlemen should. Would you say anything to the junior officer or chief? If so, what would you say?
7. Conversation in the wardroom has drifted to personalities of known senior officers where it does not belong and has become hot. You are the senior officer present. What would you do in such a situation?
8. Aboard a train the shore patrol has come to you as S. O. P. and reported that a group of officers were gambling in one of

the coaches. He says that they refused to stop when he asked them to. Just how would you handle this situation if one of the officers was the same rank as you?

9. You have been given an assignment by your senior officer. It involves knowledge that you do not have about fire control. You know you cannot carry through this assignment. Just how would you explain this to your senior officer assuming that you have just reported aboard and he does not know you?

10. You have been given an assignment by the executive officer. The Captain unknowingly gives you another assignment. What would be your action?

7.

WHAT TO TEACH ABOUT MEASURING LEADERSHIP

THE LEADER MUST KNOW HOW SUCCESSFUL HIS LEADERSHIP IS

Part of your job as a leadership instructor is to teach your students how to measure the success of their leadership. You say that that is easy, for if the discipline is good, has carry-over, and persists, the leadership has been a success. This is true, but discipline is hard to measure. The men might be clean, might drill well, and operate the ship perfectly, yet fail miserably in battle because they have no confidence in their leader. It is too late to wait to measure discipline after the battle starts. Nor can an officer stand by until he relinquishes his command to see whether his discipline has carryover. Permanence of discipline obviously can only be measured after considerable time has elapsed.

LEADERSHIP CANNOT BE MEASURED DIRECTLY

Hence the officer must fall back upon other factors to measure the success of his leadership. These present themselves as symptoms of good or bad discipline or indications of possible eventual break-downs in discipline.

"GRIPES" ARE A MEASURE OF LEADERSHIP

There are certain stock "gripes" used by Navy men in complaining about the competence of their officers. These in part are:

1. He doesn't care about us as long as he is comfortable.
2. He doesn't know what it's all about.
3. He is a sourpuss.
4. He bawls out men for things they didn't do.
5. You never know who he is going to pick on next.
6. He has favorites.
7. He is just a snippy kid.
8. He doesn't know what he wants.
9. He never knows what the men are doing.
10. You can't understand his orders.
11. He never uses common sense, etc.

These "gripes" are always present, and the wise leader will ignore them until they appear in alarming numbers. All men gripe part of the time, some men gripe all of the time but when the officer finds that all of his men are griping all of the time, he should begin to take stock of his leadership. One cannot miss hearing these gripes, and the smart officer uses them as a barometer to warn of a coming breakdown.

A GOOD LEADER STUDIES THE FACES OF HIS MEN

The average person has difficulty in concealing his feelings. A good leader studies the faces and actions of his men and regulates his approach to what he sees. You should tell your students that reading men's emotions, and thoughts, from their faces is perfectly possible but comes only through practice.

A SMART LEADER AVOIDS LEADING QUESTIONS

Occasionally an officer must resort to direct questioning to determine just how the men feel about his actions. When this is done, he must exercise extreme caution in the wording of his question lest he force an answer that is not a true one. Men naturally are inclined to give the officer the answer they think he wants. The leader who asks a man, "Don't you

'think it was a good idea of mine to transfer you from deck to engineering?" is certain to get "yes" for an answer.

The leader who really wants to know what a man thinks, or feels, words his questions so that they are as unbiased as possible. The better wording for the question presented in the preceding paragraph would have been, "Are you satisfied with your change in duty?" A negative type of question if it receives "no" for an answer can be relied upon to probably give a man's true reaction to it. To illustrate, "My idea about transferring you was not so good, was it?" is a negative approach encouraging agreement for an answer. If the answer is not in agreement the man has given the officer the opposite answer from what he thinks the officer wanted. There could be no bias due to the influence of the question in this answer to it.

The leadership instructor should take considerable time drilling his students in asking questions of the type illustrated. Each question should be analyzed from the point of view of the bias it will create.

A LEADER LEARNS WITH HIS MEN

This next suggestion is one which you, the leadership instructor, must pass on to your students with considerable caution. It concerns the informal chat, or "passing the time of the day" between leader and men. Too much informal conversation is dangerous, as was pointed out before, but an occasional short chat does much to boost morale and occasionally uncovers a man's attitude.

CHECK LEADERSHIP BY GIVING ORDERS WHOSE EFFECTIVENESS CAN BE MEASURED

Another means of measuring the effectiveness of leadership is by giving orders pertaining to physical conditions whose improvement can be observed. It is common practice, when taking over a crew that has had poor morale and possessed a tendency to ignore orders, to work on improving the appearance of the men. The officer issues orders requiring the proper wearing of uniforms and then checks to see how rapidly and how well these are obeyed, by actually inspecting the men.

He measures the effectiveness of his leadership by the rapidity and exactness with which his orders are obeyed.

PHYSICAL CONDITIONS INDICATE GOOD LEADERSHIP

Neat appearing men, well policed quarters, and a neat ship are usually indications of good morale, and reflect the smart appearance and bearing of the officer, demanding the same of his men. Careless, slovenly looking men and a dirty ship are positive evidence of poor leadership.

GOOD LEADERS LEAD BUSY MEN

A good leader keeps officers and men busy at all times. It is easy to measure the drive of a leader. All that is necessary is to go about his ship or his division and note the number of men lounging around or dozing off in the corners, or on bunks, or the number of officers in the wardroom. A good leader stimulates a desire to keep busy in his men irrespective of whether he is driving them or whether they are more or less on their own.

MEN LIKE TO STAY WITH GOOD LEADERS

Still another way of measuring leadership is by counting the number of men requesting a change in duty. If a division has a large number of such men, the captain might find it profitable to investigate the leader-like qualities of the officers in that division. It is a mistaken concept that men prefer to work under the lax, easy-going officer. Men soon tire of inefficiency even though this inefficiency means less work. The "easy mark" leader does not hold his men long.

OTHER WAYS OF MEASURING LEADERSHIP

The good leader will devise other ways of checking his leadership. The number of men wanting to join his command, the number of men taking training courses, the competitive success of his group, the action of his men while ashore, the number of friendships the men of his group make with each other, and the number of mast cases he has, are all indications of the kind of leadership he is exerting.

CHECKING YOUR MORALE

It might be well for you with the aid of your students to take some time in preparing a morale questionnaire that can be used as a guide for checking morale. When such a questionnaire has been constructed it could be used in the school for checking the morale of various student activities. An incomplete questionnaire is presented as an illustration.

MORALE QUESTIONNAIRE

I. Performance of the Men as a Measure of Morale:

1. Are your men neat and clean at all times?
2. Are quarters neat and clean?
3. Is gear orderly and well kept?
4. Do your men keep busy?
5. Are your men taking training courses?
6. Do your men salute in a military fashion?
7. Do your men address you with proper respect?
8. Is the quality of work turned out good?
9. Is the volume of work turned out adequate?

II. Loyalty of the Men:

1. Do your men brag about their ship?
2. Do your men want to leave their ship?
3. Are your men willing to remain at their present duty?

III. Behavior of the Men:

1. Have you great numbers of men A. W. O. L.?
2. Are your men prompt in reporting?
3. Are your men respectful to officers?
4. Do your men obey the orders of petty officers willingly?
5. Do your men refrain from fighting amongst themselves?
6. Is drunkenness at a minimum?
7. Do the men sustain their interest in training?

IV. Feeling of the Men Toward You:

1. Do your men come to you for advice?
2. Do your men turn to you when in trouble?
3. Do your men greet you in a friendly manner?

4. Are your men properly respectful?
 5. Will your men tell you when things are wrong?
- V. Feeling of the Men Toward Other Officers:
1. Have the men confidence in the Chaplain?
 2. Do the men like their chiefs?
 3. Do the men like the personnel officer?
 4. Do the men praise their officer?
- VI. Feeling of the Men Toward Their Environment:
1. Do the men like their quarters?
 2. Do the men like their chow?
 3. Do the men like their gear?
 4. Do the men like the local environment?

SUMMARY

Leadership can be measured although the methods of measuring are more or less indirect. Symptoms of bad morale are the units on the measuring scale for leaders.

8.

HOW TO ORGANIZE A COURSE IN LEADERSHIP

KNOW WHAT YOU WANT TO TEACH

Before organizing your leadership course be perfectly clear in your own mind what your objectives shall be. Those discussed in the first chapter of this manual will be found to be adequate for an elementary course.

These objectives will divide themselves into two categories.

1. Those concerned with developing attitudes.
2. Those concerned with giving the student tools, skills, and knowledges necessary to solving leadership problems.

As we have seen, attitudes are difficult to develop. The instructor must bear in mind that time and constant repetition are necessary before an attitude is completely fixed. In organizing a course it is not wise to set aside a certain section of it and designate it for the teaching of an attitude. Developing attitudes must be one of the objectives of every lesson. Take advantage of every opportunity that presents itself to fix an attitude for the student. Your own attitudes are vital because students are certain to copy their teacher. Outside reading and lectures help to develop attitudes.

Tools, skills, and knowledges can be given to the student through class discussion and through the solution of prob-

lems. Hence it is comparatively simple to organize a course to achieve this objective.

The course presented here outlines the concrete material you should teach in a suggested teaching order. You yourself must plan in greater detail to fit the time you are given to put your subject across. Do not hesitate to make changes if you feel they are necessary.

Unit 1.

Objective: To present the subject of leadership and to give motivation for its study.

Procedure: Present the leadership problem described in Chapter III. Have two students act out the solution. Point out the factors that enter into the solution. Demonstrate that leadership is not simple. (See Chapter III.)

Unit 2.

Objective: To give the student a working idea of leadership.

Procedure: Use a discussion method. Point out that leadership involves selection, organization, and motivation. Have the class go through the steps of selecting, organizing, and motivating the training of a gun crew. (See Chapter II.)

Unit 3.

Objective: To teach the student how to evaluate his acts of leadership.

Procedure: First, use a discussion method. Develop the concept that a good leader makes his men feel secure and recognizes their efforts. Refer to the problem in Unit 1 to demonstrate this. Second, have your students solve some of the problems at the close of Chapter IV and have them evaluate their solutions in the light of giving security and recognition. (See Chapter IV.)

Unit 4.

Objective: To present the student with techniques for solving leadership problems.

Procedure: With the problem solving method solve the problems at the close of Chapter IV. From your

solutions prepare lists of techniques similar to those found in Chapter IV. (See Chapter IV.)

Unit 5.

Objective: To present the student with an understanding of officer-men relations.

Procedure: By means of the discussion method present the material set forth in Chapter VI. Solve the problems at the close of this chapter. Also read Lovett and Ageton regarding naval customs and courtesies.

Unit 6.

Objective: To make the student aware of his duties in the field of training and to give him some techniques for solving problems of training.

Procedure: By means of the discussion method present the material set forth in Chapter V. Also give some collateral reading in the field of education. Read: *Manual for Navy Instructors*, and *Guide for Training Recruits*. Discuss these in class.

Unit 7.

Objective: To teach the student how to measure the results of his leadership.

Procedure: By means of the discussion method present the material set forth in Chapter VII.

Extra Classroom Activities

1. Students should be expected to read from the bibliography at the end of this chapter.
2. Lecturers from sea duty and shore stations should be brought in to describe their leadership experiences.
3. Every opportunity should be given each student to act as company officer, watch officer, group discussion leader in class, or in any other leadership capacity.

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